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ABSTRACT

The guide is one of a series developed in a pilot project to integrate career education concepts with traditional subject matter and topics in elementary grades K-7 and in special education. Developed by teachers in the Radford, Virginia, schools, the units make use of resource persons from outside the school, occupational information, interviewing and reporting techniques, parent and family involvement, hands-on experiences, role playing, and field trips. All units are organized in a column format which provides an introductory motivating activity with related resources and materials. The lessons are based on content questions, which are explored by specific techniques and activities and supported by resource materials in all media. Not all data on materials are complete. For the trainable mentally retarded, the units are: clothes and sewing, food and nutrition and the school cafeteria, and home services and child care. (MDW)

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RADFORD CITY SCHOOL'S CAREER EDUCATION PROJECT
RADFORD, VIRGINIA 24141

INTRODUCTION TO ELEMENTARY CAREER EDUCATION UNITS

The Career Education Program of the Radford City Schools is a pilot project of research and development for career education techniques and materials. It is funded through a grant from the Office of Education which extends until December 14, 1974.

The unit approach was utilized to implement career education concepts on the elementary level. A total of 99 career education instructional units have been developed by the Radford teachers. These units were designed for use in grades K-7 and special education.

The units were developed around specific topics (clothing, weather, etc.) and incorporated the following elements:

1. Subject content relationships
2. Occupational information
3. Resource speakers
4. Interviews and reports
5. Parent and family involvement
6. Hands-on and other sensory experiences
7. Role playing and simulation activities
8. Career related field trips

The majority of the units contain more activities than would normally be included in a unit, therefore the teacher can select the most appropriate activities for her particular students. The length of time that should be spent on each unit is approximately four to six weeks.

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C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: FOOD NUTRITION AND THE SCHOOL CAFETERIA "WHAT'S COOKIN'

APPROXIMATE GRADE LEVEL: TMR

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

THE CAREER EDUCATION PROGRAM
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SPECIAL EDUCATION INTRODUCTION

The career education program of the Radford City Schools was implemented in the Special Education Program consisting of a primary educable mentally retarded class, an intermediate EMR class and a TMR class, in the following ways:

1. Units geared toward all three levels incorporating sensory experiences, field trips, resource people, community resources, occupational information, subject-matter tie in, role playing and interviewing skills were written.

2. Classroom Job Responsibilities

TMR Class
1. Care of animals
2. Straightening of tables & chairs
3. Office messenger
4. Delivering orders to cafeteria for milk
5. Cleaning desks & tables
6. Line leader
7. Distribute & collect papers, mats, & pillows

PEMR
1. Line leader
2. Care of animals
3. Wash board
4. Office errands
5. Distribute papers
6. Pledge leader
7. Clean tables

IEMR
1. Office errands
2. Clean & straighten book cases & shelves
3. Clean board and erasers
4. Straighten desks
5. Sweep floors
6. Vacuum the carpet
7. Open & close windows
8. Pass out papers
9. Empty trash

CONTINUED

3. Special Education students are permitted to apply and interview for the school-wide jobs pertaining to his own age level.

We found this program very effective and meaningful for children with special needs. Special activities increased interest and motivation in all subject matter areas.

INTRODUCTION TO: FOOD NUTRITION AND THE SCHOOL CAFETERIA - " WHAT'S COOKIN'"

Children of the Trainable Mentally Retarded range need to become aware of the function of the workers involved in school cafeteria and the nutritional knowledge and work involved in planning meals and preparing meals at home and school.

MOTIVATING ACTIVITY

Ask each child individually to tell me what they would have for breakfast, lunch and dinner if they could eat anything they wanted. After conducting survey, read results of each child's menus to entire class and discuss why they chose what they did. Then try to decide if these are good choices and if not, what we can do to make better choices.

BROAD OBJECTIVE: Food groups and nutrition.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How many different types of groups of foods do we have to choose from?	Introduce the 4 Basic Food Groups: 1. Dairy-Milk Products 2. Fruits and Vegetables 3. Breads and Cereals 4. Meat	Books: Johnson, Lois S., Wh[illegible] We Eat. Jupo, Frank, Not[illegible]ng to Eat But Food. Eberle, Irmengarde, Basketful: The Story of Our Foods. Beck, Barbara L., The First Book of Fruits.
	Have each child tell some of his favorite foods and decide which groups they would fit in.	Study Prints: CSP-28-Food and Nutrition David C. Cook
	Take each food group individually and have children make a chart for each group by cutting pictures from magazines. Spend at least one day on each group.	Filmstrips: The Food We Eat Series-SVE CF-H1-How We Get Bread CF-H5-How We Get Fruit CF-H3-How We Get Meat CF-H2-How We Get Milk CF-H4-How We Get Poultry and Eggs CF-H6-How We Get Vegetables CF-H8-The Story of Bread CF-H9-The Story of Fruits and Vegetables CF-H7-The Story of Milk

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Cassettes: - SVE CE-CT-H1-How We Get Bread CE-CT-H3-How We Get Fruit CE-CT-H2-How We Get Meat CE-CT-H1-How We Get Milk CE-CT-H3-How We Get Vegetables CE-CT-H2-How We Get Poultry and Eggs
2. How do we know how many selections from each group we need each day to stay healthy?	Discuss with children that we need to include certain selections from all groups daily to keep fit and healthy and have a balanced diet.	
	Get large picture displays from local groceries of meats, produce, etc., and make 'costumes' so children can act out their choice. Have for example, a 'meat' combine with a 'bread' and vegetable', etc., to produce a balanced meal.	Cardboard display pictures.
	Distribute 3 paper plates to each child and have them cut from magazines pictures of food to paste on plates to make a balanced breakfast, lunch	Paper plates, scissors, glue, magazines.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	and dinner. Display these in room as a bulletin board.	
3. How do the foods we eat daily affect the way we grow and the way we look?	Very simply discuss with children the caloric values of different foods and food groups. For example, breads and cereals have many more calories than fresh, green vegetables. However, stress that even if you're dieting, you still need some selections from Bread and Cereal group daily.	Calorie charts.
	Make a chart to keep account of what each child eats daily. Have them tell what they had for breakfast, lunch and dinner to see if they are eating a balanced diet.	Chart
	The ones that need to diet can be helped more extensively by keeping weight record and emphasizing exercise along with good nutrition.	

BROAD OBJECTIVE: The School Cafeteria

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who decides what we eat for lunch at school?	Have dietician from school cafeteria visit our class and discuss what preparation and planning goes into school lunches.	Resource person - School dietician, cooks. Study Prints: CSP-20-School Friends and Helpers - SVE
2. Does the dietician use the 4 basic groups and calorie count in planning meals?	Have dietician bring a weekly menu and show children the selections from each group in each lunch that is planned. The dietician will probably have additional charts and information to bring to class. Have he or she tell what sort of training was necessary to become a dietician.	Filmstrips: CF-A160-The School Cafeteria Worker-Educational Series, Eye Gate CF-A217-Workers Who Provide Food - Workers Series Coronet CF-A33-School Helpers CF-A58-School Workers
3. Who prepares the food for our lunches?	Ask cooks from cafeteria to visit class and explain their duties. Have them point out that merely cooking the food is not their only task. Someone must prepare food for cooking, serve it, clean-up, etc.	CF-A58-School Workers Cassette: CE-CT-A28-Helpers At School - Knowing our School Series - Encyclopedia Britannica- 1970.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	If possible, have children visit cafeteria during the preparation of food and cleaning up process and possibly help with some tasks.	

BROAD OBJECTIVE: Other Cafeteria - Related Jobs

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. Who helps to keep our cafeteria clean?	Have custodians visit room and explain that once lunch is over, they must clean cafeteria and prepare it for next day. If cafeteria is used as multi-purpose room, tables & chairs must be put away for other activities.	Filmstrip: CF-A131-The Custodians and the Bus Driver Cassette: CE-CT-H10-Building Custodians
2. Who brings the food to the cafeteria?	Take such jobs as milkman, produce delivery man, meat delivery man and bread delivery man individually and explain that the dietician must know how much of each food to order and delivery men are responsible for getting right amount of food to cafeteria on time. - If possible, have children be in cafeteria when various things are delivered and let them interview the delivery men.	Record: CRec-A43-Dairy Product Delivery-The Wonderful World of Work Denoyer-Geppert Resource Persons-Delivery Men Books: Chapin, Cynthia-Dairyman Don Puzzle: C81-Milkman - Playskool Filmstrips: CF-A82-Dairy Product Delivery-The Wonderful World of Work, Denoyer-Geppert

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Culminating Activity Allow children to plan menu for a lunch at school and submit to dietician for a school-wide lunch.	"When I Grow Up, I Want to Be" - Flannel Board - Instructor

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: HOME SERVICES AND CHILD CARE
"HERE WE GO 'ROUND THE MULBERRY BUSH"

APPROXIMATE GRADE LEVEL: TMR

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

PROJECT COORDINATOR: RANDY WRIGHT

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OBJECTIVES:

1. To help children become aware of the important role they can play in care of their home as well as in the world of work.

2. To strengthen children's ability to follow directions and routines involved in caring for a home.

3. To help children realize that they do have skills that can be developed into saleable occupational skills.

4. To make children aware of the economic benefits that even menial household jobs could mean to them. Also to show that one can, for example, bake one's own foods cheaper than buying them at a bakery.

5. To help children become more independent and make decisions on their own, such as which job would he prefer.

6. To incorporate basic skills in math, following directions in such things as following a recipe.

7. To show children that in order to obtain a job doing such things as housekeeping and/or babysitting one must be efficient and knowledgeable in those areas.

8. To develop an appreciation for the jobs their parents have at home and for the jobs they might one day obtain.

INTRODUCTION TO: HOME SERVICES AND CHILD CARE

Children of the Trainable Mentally Retarded range need to become aware of the many tasks involved in caring for a home and family, not necessarily their own home and family. However, with proper training and application, hopefully beginning in this unit of instruction, these children could occupy jobs such as housekeeper and babysitter.

MOTIVATING ACTIVITY

Ask children to think of a job their mother or father does around the house and role play it. The other children will try to guess the particular task being re-enacted.

Then ask what would happen if their mother or father got sick and they had to do these jobs?

BROAD OBJECTIVE: Cooking and Kitchen Tasks.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How does your mother or father know how to cook your breakfast, lunch and dinner?	Have color-coded units of measurement (for example, teaspoon is always red) along with simple recipes re-written to coincide with color-coded units of measure. Pictures could be used to denote ingredients. Have children make own recipe booklets to take home. Begin by making something simple such as no-bake cookies. Have these for a snack later. Progress to cupcakes, cake, etc.	Units of measure. Recipes (re-written) Filmstrips: CREC-A37-The Junior Homemaker (K-3) Dennoyer-Geppert CE-CT-ALL-Cooks-Chefs-Ed. Sensory Programming Books: Berry, Erick. Eating and Cooking Around the World. Boyd-Orr, John. The Wonderful World of Food
2. Do all foods we prepare require a recipe?	Do some practical cooking such as boiling eggs or potatoes, toasting bread. Continue cooking at least one day weekly.	Janice. Little Bear Learns To Read the Cook Book. Buer, Walter. Salt, Sugar and Spice.
3. Why don't we just buy all the foods we eat already cooked and prepared?	Discuss with children as simply as possible the differences in cost of prepared foods and those we prepare ourselves.	Books: Buchheimer, Naomi. Let's Go To A Bakery.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Discuss the bakery and if possible visit a bakery and compare prices. Also give attention to the various jobs required for a bakery to function.	Colonius, Lillian and Shroeder, Gelnn W. <u>At The Bakery</u>. C74-PlaySkool Puzzle - <u>Baker</u> C78-PlaySkool Puzzle - <u>Cake Maker</u>
4. Once the food has been cooked or prepared, is our job finished?	Discuss dishwashing and its important function. Have children wash dishes after all cooking endeavors. Have children set table. Prepare a simple meal.	<u>Cassette</u>: CE-CT-All4 - Getting to Know The Bakery - (Let's Imagine Going Places series) Educational Reading Service

BROAD OBJECTIVE: Cleaning, Making Beds.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. How do we keep a home clean and neat?	Introduce by referring to jobs in classroom concerning cleaning such as washing board, desks; straightening books, shelves, tables; picking up trash, etc.	
	Have new job board pertaining only to cleaning jobs in the room and extend to vacuuming rug, mopping floor, waxing floor, washing windows, waxing tables and desks, dusting, etc.	Job Board Vacuum, cleaning materials such as wax, windex, soap, etc. Comic Books: C284-Popeye and Consumer and Homemaking Careers, King
2. Can a person earn money by cleaning homes, offices for other people?	Invite a resource person (maid, housekeeper) to come to classroom and tell what she or he does in their job. Invite school custodians.	
3. Does straightening your own room at home and making your bed help your mother and can it it help you?	Discuss how even simple tasks like this at home can train you for later employment. Bring in a cot for the children to make-up.	
	Resource person - have mother come in and talk about her duties and responsibilities at home.	Filmstrip: "My Mother Works at Home" IFC CF-A130

BROAD OBJECTIVE: Washing and Ironing Clothes.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What happers to our clothes when they become dirty - do we throw them away?	Have displays of different washing powders, soaps, fabtic softeners, bleaches and explain purpose of these items.	Washing powders, soap, fabric softener, starch.
	Discuss the price of washing powders, etc. in relation to the price of a new article of clothing, if they did discard soiled clothing. Show play money equivalent to the price of washing materials and then to the price of clothes.	Articles of clothing Clothes rack
	Have each child bring something from home that can be hand-washed. Wash it at school and hang on clothes rack to dry.	Iron Ironing board
	Have iron and ironing board. Explain importance of safety with using an iron.	
	Allow children to iron articles of clothing they have washed. Use spray starch on appropriate items and contrast starched and non-starched items.	Filmstrip: CF-A144-Our Neighborhood Laundry - Our Neighborhood Workers Series, Eye Gate.
	Field Trip: to laundry and dry cleaning establishment. If possible, take items of	

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	clothing to be washed and dry cleaned so children can actually see process while they are there.	

BROAD OBJECTIVE: Child Care.

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. When you were a tiny baby could you walk, talk, bathe, dress and feed yourself?	Discuss helplessness of a tiny baby and how these needs are met by parents, babysitters. Discuss how small child must learn to do these things slowly and how they are still learning to do new and different things on their own..	Filmstrip: CE-CT-A36 - The Family Has A New Bab, - SVE Living With Your Family series.
	Have a life-size doll to dress, bathe, diaper, wash and iron its clothes, etc. Possibility of having a small baby in our classroom for some real application.	Doll, clothes.
2. If you were asked to babysit for your younger sister or brother or a neighbor's child, could you do it?	Discuss how small children need to be guided very carefully so as not to harm themselves. Bring in such things as playing with sharp things, matches. Point out that it is the responsibility of the babysitter to insure their safety.	
	Field trip to a child care center if possible.	

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
3. If a child gets sick or injures himself while he is in your care, what should you do?	Discuss and role play what a babysitter sould do if an emergency arose. Discuss importance of having emergency phone numbers such as doctor, police, fire department, or calling operator. Role play calling for help.	Phone

C A R E E R E D U C A T I O N P R O G R A M

R A D F O R D C I T Y S C H O O L S

UNIT TITLE: CLOTHES AND SEWING - "A STITCH IN TIME"

APPROXIMATE GRADE LEVEL: TMR

PROJECT SITE: RADFORD CITY SCHOOLS

PROJECT DIRECTOR: DR. JAMES E. RUTROUGH, SUPERINTENDENT

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INTRODUCTION TO: CLOTHES AND SEWING - "A STITCH IN TIME"

Children of the Trainable Mentally Retarded range need to become aware of the process involved in making a garment. Also they need to learn to make their own decisions about appropriate dress, and to care for the mending of their own clothes and possibly sewing their own clothes.

MOTIVATING ACTIVITY	RESOURCES AND MATERIAL
Have children dress manakins (boy and girl) from Peabody Language Development Kit - Level P. Dress them for present season, then other seasons. Dress for school, bed, church, etc. Also children will dress flannel board dolls daily for the weather. Sing song "What Are You Wearing" and do movements record requires.	Books: Jupo, Frank. Nothing To Wear But Clothes. Aliaddin. Waller, Leslie. Clothing, A Book To Begin On. Holt, Rinehart. Level P - Peabody Language Development Kit Instructo "We Dress For The Weather" Flannel Board Vol. I. "Learning Basic Skills Through Music" by Hap Palmer - Band "What Are You Wearing" Study Prints: CSP-91 - Clothing - Instructor Transparency: CTR-2 - Learning About Clothing - Family Relations Series Creative Visuals

CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
1. What different kinds of materials are clothes made of?	Have swatches of as many different kinds of materials as possible - especially different textures, patterns, etc.	Swatches of cotton, corduroy, wool, satin, netting, denim, fake fur, upholstery materials, leather, rubberized material, canvas, etc.
	Discuss the importance of being aware of the tactile sense when dealing with material or clothes selection (especially important when person can not read).	Filmstrip: CF-H16 The Feel of Your Skin. The Five Senses Series, Jam Handy.
	After exposure to different textures have "Feel Box" so children can reach in and try to guess what they feel and what it might be used for.	Books: Aliki, My Five Senses. Crowell
2. Where do we get these materials?	Ask children "Where do we get cotton, wool, rubber, silk?" to see if they have any concept of material sources.	Filmstrips: CF-A71 The Story of Cotton SVE CF-A72 The Story of Wool SVE
	Discuss sources of cotton, wool, silk, rubber and how they differ.	
	Show filmstrips and loops.	Film loop: CFL-1 Wool Into Clothing (Pioneer Village in the 1830's series) Coronet

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
		Books: Rogers, Matilda. First Book of Cotton, Watts. Textbook (Grade 2) Learning About Our Neighbors. "Clothes are Made From Many Things" pp.92-97. Cavanna, Betty and Harrison, George R. The First Book of Wool, Watts, F.
3. Why do people wear different types of clothing?	Discuss with children people of other nationalities such as Eskimos, people who live in Africa, on the desert and how their climate affects their dress. Discuss also that where you are going and what you plan to do affects the dress you select. Discuss that you should have different clothes to play than ones you wear to school or church. Dressing manakins can re-inforce this.	Books: Kinne, Helen. Shelter and Clothing, Macmillan. Filmstrip: CF-A6 Food, Shelter and Clothing. Family Relations Series, Creative Visuals.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
	Discuss what would be proper attire if you were looking for a job.	Cassette: CE-CT-A43 Dress for Interview. How to Do Series, Educational Sensory Programming.
	Make collages using materials and have them draw themselves and dress themselves, then tell where they would go and what they would do in that particular dress.	
4. Do different jobs require special clothing?	Discuss how many jobs, especially community helpers, require special dress or uniforms. Discuss firemen, policemen, waitress, nurse, doctor.	Flannel Board: CSP-88 "When I Grow Up, I Want To Be", Instructo.
	Have children dress dolls on flannel board with appropriate dress of different professions.	
5. Where do we get the clothes we wear?	Discuss with children that all the clothes we buy in a store must be made by someone. Ask them if they know of any places in our city where clothing is made.	Filmstrips: CF-A24 "How America is Clothed" America at Work series, Eye Gate.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
6. What jobs are involved in clothes manufacturing?	Talk about the many jobs designing pattern, making pattern, cutting material by pattern, sewing on an assembly line, finishing, packaging, inspecting, delivering, etc.- bring pattern and cloth to show children. Take a trip to a clothes manufacturing company so children can see first hand the cooperation of workers on an assembly, what comes before actual sewing and what occurs after garment is completed.	Filmstrips (cont.): CF-A "Your Assembly Line Helpers" People Who Help You Series, Scott. CF-A242 Manufacturing Clothing, Agriculture and Industry Series, Educational Reading S Services. Books: Keliher, Alice V. Textile Workers. Lazarus, Harry. Let's Go To A Clothing Factory. Putnam. C96 - Textile Teaching Kit American Textile Manufacturers.
7. Could you learn to sew your own clothes?	After field trip, set up a clothes manufacturing plant in the classroom with designing room, pattern layout & cutting, etc. Set up assembly line of sewing, packing, etc. Children could make simple triangle scafts for girls, hankerchiefs for boys.	Filmstrips: CF-A169 Making Clothing - How Things Are Made Series, Coronet. Cassette: CE-CT-A58 Making Clothing - How Things Are Made Series, Eye Gate. Study Print: CSP-92 - Clothing Accessories, Instructo.

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CONTENT QUESTIONS	TECHNIQUES AND ACTIVITIES	RESOURCES AND MATERIAL
8. Could we be designers and create our own material?	Allow children to design material by tie-dyeing, potato and vegetable printing, object-printing and make into triangle scarfs, place-mats, table scarfs or something children might like to try. Have resource person visit class such as parent who sews or Home Demonstration Extension Agent and help children with endeavors. Teach children to sew on buttons and repair hems and ripped seams.	
CULMINATING ACTIVITY	Weave pot holders on nail-board looms for mothers for gifts and handkerchiefs for fathers. Continue sewing through-out year and let it be an individual project according to childrens' interests and abilities. Some could progress to embroidery, simple garments, etc.	